

Horrell Hill Elementary

517 Horrell Hill Rd.
Hopkins, S. C. 29061

Grades	K-5 Elementary School	
Enrollment	544 Students	
Principal	Parthenia Satterwhite	803-783-5545
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Dr. Jasper Salmond	803-231-7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	38	50	4	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	No

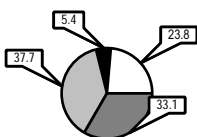
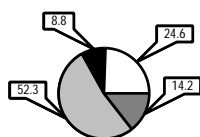
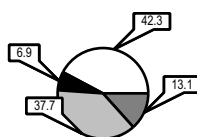
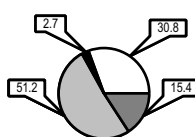
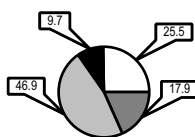
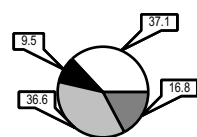
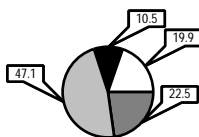
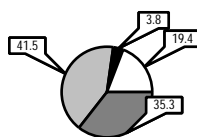
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	284	99.7	23.6	37.8	33.2	5.4	51.7	Yes	Yes
Gender									
Male	140	99.3	25.4	40.5	29.4	4.8	49.2		
Female	144	100.0	21.8	35.3	36.8	6.0	54.1		
Racial/Ethnic Group									
White	76	100.0	22.2	29.2	43.1	5.6	55.6	Yes	Yes
African American	195	99.5	24.9	41.2	29.4	4.5	49.7	Yes	Yes
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	253	99.6	18.8	40.2	35.0	6.0	56.0		
Disabled	31	100.0	68.0	16.0	16.0	0.0	12.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	284	99.7	23.6	37.8	33.2	5.4	51.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	284	99.7	23.6	37.8	33.2	5.4	51.7		
Socio-Economic Status									
Subsidized meals	169	99.4	30.2	41.6	24.8	3.4	43.6	Yes	Yes
Full-pay meals	115	100.0	14.5	32.7	44.5	8.2	62.7		

Mathematics – State Performance Objective = 36.7%									
All Students	284	100.0	24.6	52.3	14.2	8.8	39.2	Yes	Yes
Gender									
Male	140	100.0	23.6	52.0	14.2	10.2	39.4		
Female	144	100.0	25.6	52.6	14.3	7.5	39.1		
Racial/Ethnic Group									
White	76	100.0	20.8	41.7	20.8	16.7	52.8	Yes	Yes
African American	195	100.0	27.0	56.2	11.8	5.1	33.7	Yes	Yes
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	253	100.0	20.0	54.9	15.3	9.8	43.0		
Disabled	31	100.0	68.0	28.0	4.0	0.0	4.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	284	100.0	24.6	52.3	14.2	8.8	39.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	284	100.0	24.6	52.3	14.2	8.8	39.2		
Socio-Economic Status									
Subsidized meals	169	100.0	31.3	56.0	8.7	4.0	30.7	No	Yes
Full-pay meals	115	100.0	15.5	47.3	21.8	15.5	50.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	284	100.0	42.3	37.7	13.1	6.9	20.0
Gender							
Male	140	100.0	40.9	38.6	12.6	7.9	20.5
Female	144	100.0	43.6	36.8	13.5	6.0	19.5
Racial/Ethnic Group							
White	76	100.0	37.5	26.4	25.0	11.1	36.1
African American	195	100.0	43.8	43.3	9.0	3.9	12.9
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	253	100.0	37.9	40.0	14.5	7.7	22.1
Disabled	31	100.0	84.0	16.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	284	100.0	42.3	37.7	13.1	6.9	20.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	284	100.0	42.3	37.7	13.1	6.9	20.0
Socio-Economic Status							
Subsidized meals	169	100.0	50.7	40.0	6.7	2.7	9.3
Full-pay meals	115	100.0	30.9	34.5	21.8	12.7	34.5

Social Studies							
All Students	284	100.0	30.8	51.2	15.4	2.7	18.1
Gender							
Male	140	100.0	31.5	50.4	15.7	2.4	18.1
Female	144	100.0	30.1	51.9	15.0	3.0	18.0
Racial/Ethnic Group							
White	76	100.0	22.2	50.0	23.6	4.2	27.8
African American	195	100.0	34.3	52.2	11.8	1.7	13.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	253	100.0	27.2	52.8	17.0	3.0	20.0
Disabled	31	100.0	64.0	36.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	284	100.0	30.8	51.2	15.4	2.7	18.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	284	100.0	30.8	51.2	15.4	2.7	18.1
Socio-Economic Status							
Subsidized meals	169	100.0	37.3	50.0	11.3	1.3	12.7
Full-pay meals	115	100.0	21.8	52.7	20.9	4.5	25.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	89	100.0	15.3	28.2	52.9	3.5	56.5
	4	100	100.0	17.4	43.5	37.0	2.2	39.1
	5	115	100.0	30.1	52.2	15.9	1.8	17.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	93	100.0	10.8	27.7	45.8	15.7	61.4
	4	86	98.8	24.4	45.1	30.5	0.0	30.5
	5	105	100.0	34.0	40.4	24.5	1.1	25.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	89	100.0	15.3	58.8	20.0	5.9	25.9
	4	100	100.0	17.4	52.2	18.5	12.0	30.4
	5	115	100.0	33.6	46.9	10.6	8.8	19.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	93	100.0	10.8	65.1	15.7	8.4	24.1
	4	86	100.0	28.9	41.0	19.3	10.8	30.1
	5	105	100.0	33.0	51.1	8.5	7.4	16.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	93	100.0	34.9	45.8	16.9	2.4	19.3
	4	86	100.0	36.1	36.1	18.1	9.6	27.7
	5	105	100.0	54.3	31.9	5.3	8.5	13.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	93	100.0	15.7	51.8	27.7	4.8	32.5
	4	86	100.0	22.9	65.1	10.8	1.2	12.0
	5	105	100.0	51.1	38.3	8.5	2.1	10.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 544)				
First graders who attended full-day kindergarten	100.0%	Up from 85.3%	100.0%	100.0%
Retention rate	2.5%	Down from 3.2%	3.3%	3.0%
Attendance rate	95.6%	Down from 95.9%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.9%	Up from 2.6%	4.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.8%	Up from 1.3%	3.5%	3.2%
Eligible for gifted and talented	16.7%	Down from 22.3%	12.2%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.8%	Up from 3.7%	9.1%	8.2%
Older than usual for grade	0.0%	Down from 0.4%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Up from 0.7%	0.0%	0.0%
Teachers (n= 41)				
Teachers with advanced degrees	56.1%	Up from 50.0%	53.1%	52.6%
Continuing contract teachers	78.0%	Down from 78.6%	85.9%	83.3%
Highly qualified teachers	92.3%	Up from 86.8%	93.4%	93.5%
Teachers with emergency or provisional certificates	3.2%	Down from 9.4%	0.0%	0.0%
Teachers returning from previous year	83.9%	Up from 80.1%	87.8%	87.0%
Teacher attendance rate	93.9%	Up from 93.6%	95.0%	95.0%
Average teacher salary	\$41,891	Up 4.6%	\$41,455	\$41,703
Prof. development days/teacher	8.9 days	Up from 8.0 days	13.0 days	12.8 days
School				
Principal's years at school	18.0	Up from 17.0	4.0	4.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 20.7 to 1	18.8 to 1	18.8 to 1
Prime instructional time	88.9%	No change	89.5%	89.8%
Dollars spent per pupil*	\$5,663	Up 6.8%	\$6,092	\$6,242
Percent of expenditures for teacher salaries*	75.2%	Down from 76.8%	64.8%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Horrell Hill Elementary School made significant progress during this school year. The instructional program was enhanced by using the computer lab, a reading academic assistance program, semi-departmentalization in grades 4-5 and an after-school tutoring program for students who scored below basic in reading and/or math. Parent workshops provided information about the curriculum, home enrichment activities and PACT. Our annual Family Math, Science and Technology Nights were held. The Parenting Center was expanded to include a VIP Club (Very Involved Persons). This club promotes parent and community involvement and provides strategies for parents to assist with academic success. First Steps still is housed on our campus and continues to assist parents of preschool children to improve readiness for school.

The PTO and School Improvement Council met regularly. The PTO provided supplemental materials for teachers, as well as student and staff incentives. The PTO purchased additional materials for our science lab and funded a gardening project. Teacher skills were enhanced through staff participation in professional development activities, conferences, workshops and graduate classes. While test results indicated improvement in some areas, they also indicated a need to focus additional effort upon developing and improving students' reading/writing and math skills; therefore, instructional time was increased in math and English/Language Arts. Our focus upon writing included a school-wide writing initiative through our Character Education Program.

Student awards included winners in the Visual Literacy Festival contests, Project MIND, All-Health Team, and S.C. Recycling School. Destination Imagination teams placed 1st and 2nd in the state competition. One teacher was named the state winner of the Presidential Award for Excellence in Mathematics and Science.

Community involvement included our partnership with the University of South Carolina as a Professional Development School. Through USC, we had MAT interns and practicum students. Many teachers were awarded mini-grants through this program. Community outreach programs included service-learning projects in which students sang at two assisted-living care facilities, collected food for Harvest Hope, and participated in "Pennies for Patients" and Jump Rope for Heart and Ed Venture's Science Enrichment Program (Grade 3). Our extracurricular programs this year included Eagle Explorers (art, math, science club), Pyramids of Excellence (a girl's club), and Chorus.

Challenges faced by our school include funding for a certified academic math teacher, an additional full-time guidance counselor, and funding to maintain an in-school suspension instructor and a full-day child development program.

It is our commitment and goal to continue to explore and implement innovative strategies to ensure that we meet the needs of all students.

Parthenia Satterwhite, Principal
Kerry Roberts, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	93	79
Percent satisfied with learning environment	94.9%	70.7%	83.3%
Percent satisfied with social and physical environment	84.6%	65.9%	72.4%
Percent satisfied with school-home relations	77.8%	79.3%	69.2%

*Only students at the highest elementary school grade level at this school and their parents were included.